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The N.E.A. *at* Denver

Annual Summer Meeting of National Education Association Debated Many Vital Issues

BREATHING the lofty air of mile high Denver the 1935 convention of the National Education Association could hardly have been low-spirited if it had tried. And it did not try. Its upwards of ten thousand educationists not only took high ground but held it valiantly during a memorable five days from June 30 to July 4 inclusive.

The chief banner over their citadel was that of academic freedom—though there were other banners only less exalted, such as teacher tenure, economic status, health, character, happiness, democracy, federal aid, and the rights of childhood and youth.

The total of 1,375 accredited delegates broke all previous records; while the attendance as a whole was one of the largest in recent lean years.

Speakers like William H. Kilpatrick of Teachers College, Columbia, and Superintendent A. J. Stoddard of Providence, president of the Department of Superintendence, proved so popular that they had to repeat their addresses to overflow audiences.

Dr. Kilpatrick's address was concerned with the proper attitude of the schools toward the problems of social and political change. He said:—

"It is greatly increased social intelligence that is needed, an intelligence adequate to deal with our complex and rapidly changing society, and our schools and universities must accept the major responsibility for effecting this intelligence.

"We must take effectual account of the facts of change and the precariousness of any social planning that may be undertaken. Provision must be made for continual intelligent review, criticism, and change as regards both means and goals.

"We must hold to essential democracy and must educate accordingly. It is a planning society we wish, not a once-for-all planned society."

Superintendent Stoddard dealt with education in its relation to "the pursuit of happiness."

"No government can guarantee happiness in itself, because ultimately each person must decide for himself whether he is to be happy. It is often true that happiness is conditioned by one's environment, but it is never absolutely determined by it. The most that any government can do for the individual is to insure the right to search for and to attempt happiness if he cares to do so. This democracy and these schools constitute the noblest attempt ever made to achieve the destiny of man. They have been established in order that he may, as far as practicable, have an unfettered opportunity to achieve his own best self, that is, to realize whatever worthy talent or noble aspiration he may have with no more limitation than that which he wills to set for himself."

Dealing in no uncertain terms with the subject of the teacher's relation to the national life, Jesse H. Newlon, formerly superintendent at Denver, and now of Teachers College, Columbia University, declared:—

"The school cannot, should not, and will not be neutral in the struggle of social forces now going on in this

The N. E. A.'s New President, Agnes Samuelson

country. Either the school will be employed as an instrument of enlightenment and social progress and thus of democracy, or as an instrument of reaction. There is no neutral ground.

"The teachers of this country have as much right to be heard and as great an obligation to participate in the making of vital political, economic, and social decisions as have the organized farmers, or organized labor, or the United States Chamber of Commerce. We should cooperate as a democratically organized profession with those groups and forces in society—with labor, farmer, consumer, and progressive political groups and movements — working to reconstruct, in the American tradition, our social institutions so as to realize for all, the good life now within our reach. But our reliance must always be on the processes of democracy and education, on the good will and good sense of the American people. The American people have never been afraid of change. They will welcome all change that will bring a fuller realization of the American dream of liberty and democracy, of social justice, economic security, and a rich life for all."

Eloquence of similar quality and substance rang from various platforms before general sessions and group meetings day after day. Returned conventioners are still talking about the messages of Henry Lester Smith, president of the Association; Governor Paul V. McNutt, Agnes Samuelson, J. W. Crabtree, Florence Hale, B. R. Buckingham, Executive Secretary Willard E. Givens, and a score of others.

A stirring plea for teaching the truth about munitions and the activities of munitions makers in fomenting wars, was voiced by United States Senator Gerald P. Nye of North Dakota, who asserted that there never was a war to end wars, and that much of the talk about our need of military preparedness emanates from persons who would profit from war.

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But a yearly gathering like this seventy-third of the National Education Association has much to do besides listening to addresses, electrifying as these may be. There are breakfasts, luncheons and dinners at which

HENRY LESTER SMITH
He Handed Over the Gavel

opinions are exchanged and business transacted. The number of these was about 75. Moreover —there are reports to be heard; leaders to be chosen; resolutions to be debated and voted upon. Fireworks, always in order around the Fourth, were not lacking at these parliamentary performances.

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A lively three-cornered contest for the presidency ended in the election of Agnes Samuelson (state superintendent of Iowa). The defeated candidates were Caroline S. Woodruff, of Vermont, and Annie C. Woodward, of Massachusetts.

One of the most significant reports was that of the Committee on the Economic Status of the Teacher. The committee, headed by B. R. Buckingham, editor, Ginn and Company, enlisted the co-operation of 2,500 teachers, who rendered monthly statements of receipts and expenditures for one year. The report, which is contained in a printed pamphlet of a hundred pages, deals with many phases of the economic and social position of the teacher. Its findings about the status of the teacher in the larger cities indicated that the average woman teacher is likely to have accumulated $9,000 at retirement and the average male teacher $16,000.

The representative assembly summed up its position on academic freedom in this resolution:—

"Teachers in schools should have full opportunity to present differing points of view, in order to aid students to adjust themselves to their environment and to changing social conditions."

By vote of the assembly there will be a committee of five members, three of them classroom teachers, to act in safeguarding the liberties of the profession.

The work of the Committee on Tenure was endorsed and the importance of its efforts reemphasized with an appropriation of $10,000 for the committee's use, as and if needed.

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The Association went on record as opposed to compulsory military training in the schools and the exploitation of children in industry. It favored Federal expenditure of $500,000,000 annually for education, but with the stipulation that the money be administered through existing national, state and local educational agencies.

Commending the President's announced program of assistance to youth, the Association urged that the $50,000,000 allocated for this purpose be expended under the direction of the Office of Education.

Faith in democracy was reiterated in these words: "The N.E.A. believes that the fundamental principles of American democracy are the best so far devised by the mind of man to govern a free people and pledges itself so to teach the youth of this land."

The annual life membership dinner was dedicated to Secretary Emeritus James W. Crabtree, who was responsible for the life membership idea and for the enrollment of nearly 6,000 life members. The occasion was marked by the presentation to Dr. Crabtree of a handsomely bound volume of letters expressing appreciation of him and of his services to the N.E.A.

They Must Succeed

By AGNES SAMUELSON

A Message to the Nation's Teachers as Schools Open

ON THE movie screen of your mind's eye picture an outline map of our great nation. Then let the homes and the schools appear, followed by the highways and byways connecting them. Next envision the children traveling the route from home to school. This scene is the mobilization of our country's children as schools begin. Close-ups may be seen from almost any spot, be it the most remote rural area or a crowded metropolitan centre.

While it may not be heralded in spectacular headlines, the opening of school is an event of no small significance in which everyone has reason to be interested. That reason may be very specific to the parent whose child is taking off to school for the first day. It may be very real to the pupil looking forward to his high school diploma and wondering what to do next. To our citizenry it means future security and social progress. To our teaching profession it means public service.

The importance of the teacher's work can hardly be overstated. When policies are adopted, buildings erected, courses of study formulated, and textbooks selected, it remains for the teacher to breathe the breath of life into the organization that it may become a living soul pulsating with life. The success of the whole organization depends to no small extent upon the skill and personality of the true teacher. It is the teacher's part to vitalize the facts and to give the commonplace a spiritualized setting. Upon the teacher falls a responsibility second only to parentage.

Throughout the ages it has been so—readings from Homer, children looking up into the face of their beloved Pestalozzi, Horace Mann's pioneering on behalf of public schools, Indian lad stretched out on the sands before the chieftain listening to the folklore of the tribe, the modern beginner being initiated into the mysteries of language through the new primer—the teacher has idealized and inspired youth.

Now as the children turn from green pastures to school books, they look expectantly at their new teachers. You will not disappoint them. These pupils come to you bringing their exuberance, curiosity, creativeness, initiative, dependence, power to grow, desire to learn, personality, and unbounded faith in you. They must succeed. There is no better slogan for the year's work than that. You come to them bringing your best in skill, effort, personality, devotion, and willingness to live in their achievements. You will lose yourself in the great work of teaching in order that they may find themselves.

We bid you Godspeed, reminding you that you belong to a great profession from which you may receive and to which you may contribute much inspiration and service through your membership in national, state, and local associations. The children will be the beneficiaries.

The Pail of Water

By J. W. CRABTREE

His Response at Life Membership Dinner, Denver

I DO not have words to express the appreciation which I feel on this occasion. Had I the words I am sure I would not have the voice. Yet I feel that I ought to say a few words at least.

For some reason or other my mind goes back to an incident sixty-four years ago this summer. My mother had sent me to a nearby spring for a pail of cool water because we had company for dinner. When I returned Aunt Sally discovered pebbles in the bottom of the pail and asked me about them. I told her I put them in. I thought they looked nice. I said it was fun to see them go down through the water. She was not pleased and called my mother's attention to them.

My mother looked into the pail and then with sympathy into me. I tried to explain. "I am sorry," she said, "but I know you meant all right." A moment later she handed me a piece of pie which somehow I could not eat just then.

I heard my aunt say on the side: "Sarah, you are certainly spoiling that child." Finally, my mother thought we needed another pail of water and told me to run and get it. This was my opportunity. I soon returned, and this time without the pebbles. I could then enjoy my pie.

I cannot help thinking that if Aunt Sally were here tonight to hear all these praises and to hear not one word about my faults she would say right out: "All you big educators, you are certainly spoiling that child."

The pail I brought you, up to this evening, has the bottom covered with pebbles. But, Mr. Chairman, I beg you to give me the chance my mother did. I do wish you would send me for another pail of water.

Rural Education of Tomorrow

By FRANK J. LOWTH

Janesville, Wisconsin

TO what extent has this devastating depression affected rural education in this country? It may well be that the average citizen does not know the actual facts of the desperate situation, although these facts are easily available.

Are rural children and rural teachers sharing in the new deal? Large numbers of them are getting a decidedly disastrous deal. Rural education in thousands of districts is now about where it was years ago, or worse. Lack of funds has made it necessary for farmers in very many cases to put their children upon a starvation educational diet. This condition cannot go on for long without serious and permanent results for our rural people, and therefore for the entire nation. For, in the long run, we all as a people go up or we go down together. This democracy cannot prosper half educated and half illiterate any more than it could continue half slave and half free. Democracy requires an educated citizenry.

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We have been talking and writing volumes about a new program and a new deal for rural education for years and decades, but, like Mark Twain and the weather, we have actually not done very much about it, in most states. Now would seem an opportune time to take stock of conditions and problems and to launch a system of rural education which would be state-wide, and in some respects nation-wide in scope. It seems self-evident that much progress cannot be made if we adhere to the old administrative framework. It is likely that agriculture is to be carried forward in the future according to a quite different procedure than we have been accustomed to. This change must take place if our farming population is to be maintained as a self-supporting and self-respecting section of our people. When the new deal for agriculture gets into operation the psychologic time will have arrived for new departures in rural education.

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Much has already been accomplished by the National Office of Education, the National Education Association, and various state agencies. What is now needed is a sound national plan in which the various progressive efforts and movements are co-ordinated and organized into a workable system. This will mean enactment of needful legislation by the Congress. Many leaders from the President down now see the need. The next step is the definite formulation of a national policy and program whereby the Federal government and the state governments can work together in promoting the cause of rural education, financially and educationally.

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Like most of the rest of us, when times get better once more the average farmer will probably be contented to go on in education for the most part as in the past. He will be satisfied with a system of schools which this great nation should no longer tolerate if we are to perpetuate democratic ideals and practices. Unless the farmer receives constructive advice and needed help from the outside he will soon forget the calamitous conditions of this depression and he will in the future, as now, accept his little country school as one of the inevitable and permanent heritages from the pioneer fathers. Need for educational change is not his special field, and of course cannot be. When prices of farm products are again good, instead of working and voting for a new system of schools he is likely to patch up the old schoolhouse, raise the teacher's wages, if he can, and feel that he is doing his educational and patriotic duty. Is not now the golden opportunity to inaugurate a new deal for rural education?

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Can we have a planned economy in rural education? If a reasonable part of the thought and energy so far devoted to various aspects of the "new deal" could be concentrated upon problems of rural education results would be forthcoming. Our trouble so far as has been sporadic rather than systematic effort, with little co-ordination. To be sure, a number of states have made distinct progress. When we talk of rural school conditions we should bear in mind that these vary greatly. In some sections of America rural school conditions are very bad, indeed; in other places conditions are quite different and much better, if not entirely good. The influence of the recovery program has not been felt very much in rural education. What we now need for rural schools is someone with compelling force of honest personality who will administer a wisely planned and effective system.

Is it not true that our usual system of taxation for rural schools is antiquated, unjust, and inadequate for the needs of rural education? Is it not time for a revision of our tax laws so that we shall no longer depend wholly upon property tax on farm values for the support of rural education? In the last two years fact-finding bodies and research commissions have made it evident that we must make use of other sources of revenue, such as the personal income tax, the sales tax, the severance tax, the business income tax, and the inheritance tax. Seligman of Columbia says: "The general property tax as administered today is beyond all doubt the worst tax known in the civilized world." Bullock of Harvard says that the general property tax is a discarded European device which we adopted by accident rather than because of its peculiar adaptability to American conditions. More effective and more equitable sources of revenue must be tapped and more rational means of equalization put into operation.

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Consolidation would result in improved leadership. In urban school systems we have had expert supervision for many years, but the elective system for county superintendents has, in many instances, resulted in anything but educational progress. Trained leadership is a necessity in any successful system of schools. An appointive body such as a county board of education or county commissioners of education, three, five, or seven members for each county, would give us a more efficient superintendency. There are over 3,000 county superintendents in this country. They are a large factor in either the success or the failure of a rural system of schools.

A trained superintendency can of course do little unless rural teachers have suitable maturity, background of scholarship, and special preparation for their work. Has the time not arrived for higher requirements of preparatory work, two years beyond a high school course to begin with? In some states such a demand would at this time work hardship or be really impossible of accomplishment. However, such required preparation could be legalized through careful gradations. In any case, we cannot get far in rural education unless teachers are of sufficient maturity and education to be able to carry out modern learning programs. Where these teachers can best be trained is not a settled question. Today they are being prepared for the most part in high school courses, county normal courses, and State Teachers Colleges. There is undesirable overlapping of institutions in some states, and at the present time there is a 200,000 surplus of teachers of all kinds. President Roosevelt and many other thoughtful citizens believe this to be an evil situation. Today thousands of one-teacher rural school positions are undesirable and do not attract our best young people. This has long and indeed always been true.

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Beside our thousands of school districts there are other units of government, towns and counties, which could profitably be eliminated, also. This is a question which the President discusses in one chapter of his book. Has the time not arrived seriously to consider the wiping out of many town and county lines, at least for some purposes of government? At the present time ease of transportation and communication has made the present multiplicity of governmental units unnecessary and undesirable. Town and county governments have added to the farmer's tax bill. So far as the administration of a rural school system is concerned the combining of several counties under one competent head would help. Teacher-training institutions for these larger units would be educationally practicable. State Teachers Colleges have not satisfactorily and completely demonstrated their ability to adequately train rural teachers and at the same time do the necessary and concomitant field work in getting graduates successfully started in their positions. Of course there are notable exceptions to this general statement. Some Teachers Colleges have sent competent persons out to actually help rural teachers and have also conducted rural teacher conferences.

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The writer believes that there are plenty of competent men and women today who could lead us out of the woods if their hands were not tied by political forces or otherwise. Rural people are the victims of a discredited system which is persistently holding its position in spite of honest efforts to dislodge it. Have we not banked too much at times upon our much vaunted democracy? In our present rural school system do we not see democracy really gone to seed? It will require decisive steps, such as have been taken in solving other problems of social and economic welfare, to accomplish desired and desirable results in the field of rural education.

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Modern educational ideas and ideals must be fused into a new system until the whole loaf is leavened with the yeast of true progress. There is no reason why farmers should not retain much of the control of their own schools. Administrative plans and policies may and should be adapted to local conditions and needs.

A Partnership in Raising Boys

By RUSSELL V. BURKHARD.
Principal, F. A. Day Junior High School
Newtonville, Massachusetts

(Scene: An afternoon monthly meeting of neighborhood mothers of Scouts and Cubs.)

Characters:

Madam Chairman.
Scout Master.
Elementary School Principal.
Junior High School Principal.
Audience of 33 mothers.

Atmosphere:

Informal, friendly, sincere.

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Madam Chairman—We are gathered here today to seek more light in the big and confusing problem of "How Properly to Raise a Boy." Most of us see our lads in two very important environments outside the home. We know that they must have terrific influences over the boys or their conversations would hardly involve so much of the topics of Scouts and School. Just how much confidence can we place in these two big social agencies?

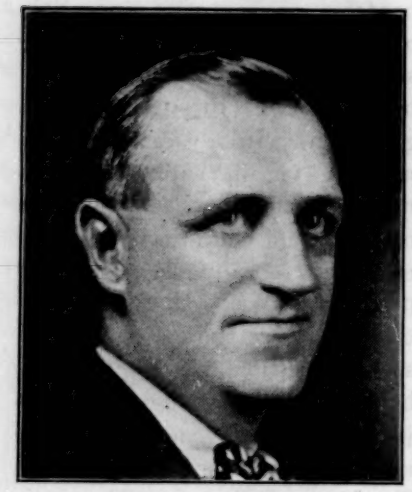
The answer to our query is in the hands of our gentleman guests.

I am turning the meeting over to Scoutmaster ——, who with his comrades will endeavor to get to the heart of the matter.

Scoutmaster—Thank you, madam chairman. Of course, I think scouting is the top for all boys. I may be biased, however.

It would be interesting to hear what our two guest schoolmen have to say about the Scout program; so I am going to ask them a few questions which I hope may in turn prompt you mothers to additional ones.

Does scouting fit in with the school program? Why?



RUSSELL V. BURKHARD.

Junior High School Principal—Most assuredly it does.

Let us get together on an accepted general idea of education. Let us say that education is the growth of the individual as a constructive member of society.

The modern scout and school programs look very much alike.

They both deal in child centred groups under a minimum amount of superimposed authority.

They both try to blend competition, discipline and co-operation into a harmonious plan.

They both are presenting new ideas and activities in a natural environment.

They both appeal to youth in its most impressionable years.

They both stress the values of health and self-control.

Scoutmaster—That's fine, but isn't there an unnecessary duplication of effort?

Elementary School Principal—Yes, there is some duplication, but it hardly seems to be misspent energy. Some strong points need repetition to emphasize their importance. The community accepts schooling as the business of youth. The discreet alert scoutmaster will never overemphasize scouting to the point where a lad's school success is jeopardized.

Scoutmaster—I'll remember that. Tell us, if you will, if the home has any responsibility in the development of scout and school co-operation?

Junior High School Principal—Has it? Show me a good scout and I'll show you a good pair of parents or at least a worthy home atmosphere. The amazing youthfulness of criminals is no mere incident. Put a lot of the blame for such a condition right at the feet of negligent parents. It takes time, patience and tact to know what companions your child has, and then what he does when in their company. Many, too many, parents won't take that time. It's a case of pure selfishness and lack of responsibility. If bridge playing interferes with lad's welfare, too cruelly is his problem tossed aside. Too frequently the modern parent won't or can't understand his offspring. The sincere but puzzled parent finds the scout program just the environment for a youngster outside his school time. It provides growth for those leisure hours that ordinarily would baffle mother and father.

Scoutmaster—You can readily

see what a conscientious group of mothers we have here. Now then, tell us if becoming a cub or a scout interferes in any way with a successful school career.

Elementary School Principal—It is difficult to pass through both levels of training without developing self-reliance in the boy. Furthermore, cubs and scouts know that there are lots of things in the world that must be done whether they are pretty or not. The better the unpleasant duties are handled the more merit.

Junior High School Principal—Boys with such attitudes are an asset in any community.

Scoutmaster—That's a help. And now, madam chairman, let me turn the meeting back to you, unless there are other questions.

Madam Chairman—Thank you, gentlemen. This is a comfort to us who find ourselves at times quite bewildered. It is plain to be seen that the the three of us, home, school and scouts, can and should pull together for untold benefits to young America.

Pupils Relive Birth of Nation

By HELEN KITTS
Lincoln School
Salinas, California

A home room experiment in correlation which improved the work in four studies.

AS a home room teacher in a platoon school my particular responsibility is to teach the fundamental subjects—arithmetic, spelling, penmanship, language, and reading.

Most of the articles on the activities in this type of school have been written by teachers of the special subjects which, in our school, are library, auditorium, social studies, physical education, art, and music. They describe the projects and activities carried out in their respective fields. For example, in a social studies unit in which the children study a foreign country, all the teachers work together, and their results blend into a harmonious whole.

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The physical education and music teachers familiarize the children with typical dances and songs of that country. In the art room they weave baskets, fashion utensils of clay, design wall hangings or notebook covers, and perhaps make costumes for plays they are rehearsing in the auditorium. During their library period they may look up their own material and prepare reports on the traditions or customs of the country.

"How," you ask, "does the home room teacher cover a prescribed course of study for her own subjects and at the same time manage to contribute to these outside activities?" The answer is—by correlating her subjects with the unit of work being carried on in the other rooms.

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At first I felt that correlating the work of the home room with that of any special room made more work for the home room teacher, and that it was unfair to expect her to arrange her program to correspond with any activity in progress. Now, however, after having had some experience with this type of program, I am most enthusiastic and find myself welcoming every new activity, because each one helps to provide an entirely new method of presenting material which might otherwise seem dull in comparison with the interesting programs in the special rooms.

Last year our fifth grade class worked out a history notebook on the American Revolution which demonstrated very satisfactorily the fine correlation possible with their work in the home room and in the social studies room.

Our state history text deals with the lives and deeds of the great men of the period of the American revolution, and it is difficult for the children to get a clear picture of the sequence of the important events leading up to and included in this period.

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We wondered how we could correlate this history with letter-writing, which we were studying in the home room at that time. One day at the beginning of our language period I asked the class what they were studying in history. The answer was: "The Stamp Act." I asked them to tell just what they had learned about the Stamp Act, and each child who stated clearly a pertinent fact was asked to write it on the blackboard. After covering pretty well the material on the subject it was suggested to the children that they pretend to be living in Boston in the year 1765 and write a letter to a friend or relation telling them of the indignation of the colonists at the Stamp Act.

The children received this suggestion enthusiastically, and some one immediately asked: "May we change our names, and be any one we want to be?" Permission to do this, within reason, was joyfully received and so they started—Loretta became Martha

Ann—Alaire became Nancy, and Marjorie changed her name to Priscilla. The boys took the names of famous men, and we had Georges, Patricks, Samuels, and Johns.

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These letters were a great success, and Miss Kinsman, our social studies teacher, and I spent most of our noon hour reading them. We got a thrill out of Lawrence's letter in which he said: "I have to stop printing my newspaper because I will not buy those intolerable stamps from England"—and we laughed at Mary Leigh's description of how her brother made a snow man to represent King George III, and then pelted it with snowballs. Bobbie Conner, who called himself "Blacky" Conner, wrote to his friend "Faithful Jim": "The people of our colony made straw dummies to represent the men who sell stamps for the King, and burned them in the town square." We hoped that the class as a whole would want to continue these letters, but we decided to leave the decision to them.

Several days later, after the letters had been corrected and neatly copied during the penmanship periods, those who had written the most interesting accounts were asked to read them aloud. This tended to offer new ideas and to stimulate a desire to write more, so our next was on the Boston Massacre. From that time on we wrote letters on each new development in the struggle of the colonies for their independence.

Each time we placed an outline on the blackboard. This not only served as a review of the history lesson, but also provided a fine opportunity for developing the ability to pick out the essential facts of the lesson.

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Each time I placed on the board a list of the words most frequently used and the children

"'How,' you ask, 'does the home room teacher cover a prescribed course of study for her own subjects and at the same time manage to contribute to these outside activities?' The answer is—by correlating her subjects with the unit of work being carried on in the other rooms."

were expected to use their dictionaries to find other words they could not spell, thereby encouraging the use of the dictionary in their daily work. This, I noticed, carried over into other subjects. For each lesson the list of words on the board grew shorter, and one day one of the boys remarked proudly: "I've learned to spell most of those words by heart."

The library teacher commented on the increased demand for books on the American Revolution, from which were garnered new details to be incorporated in the letters. Many children asked to use their letters for oral reading assignments in the auditorium.

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Correcting papers did not prove to be an irksome task. In the first place they made interesting reading, and then it was a good way to check on the carry-over from our formal work in penmanship, language, and spelling. The children commenced to take pride in using what they had learned. Penmanship showed a marked improvement, and when the letters were finished some children wanted to copy the first letters, "so the penmanship would match" the later ones which showed a great improvement.

They soon became language conscious, and direct quotations were carefully punctuated, "there" and "their" were used correctly, and mistakes in spelling appeared less frequently. A great deal of pride was taken in papers that came back with few corrections in red ink, and a friendly rivalry developed among the best students to hand in a paper that would require almost no corrections.

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During the two and a half or three months that we spent on this notebook we wrote sixteen letters, taking in chronological order the following events in the struggle for independence:—

1765 December—The Stamp Act.

1770 March—The Boston Massacre.

1774 August—The Boston Tea Party.

1775 April—The Battles of Lexington and Concord.

1775 July—The Capture of Fort Ticonderoga.

1776 March—The Battle of Bunker Hill.

1777 February—Declaration of Independence.
Washington's Defeat of the Hessians at Trenton.
Washington's Victory at Princeton.

1777 September—The Battle of Brandywine.
The British Plans to cut off the New England Colonies.

1777 October—Failure of the Plans.

1778 February—Washington at Valley Forge.

1778 March—Treaty with France.

1779 February—Capture of Forts Kaskaskia and Vincennes.

1779 September — John Paul Jones and the Battles at Sea.

1780 September—General Gates's Defeat in the South.

1781 September—Greene's Battles in the South.

1781 November—Defeat of Cornwallis, which ended the war.

These dates are from one of the notebooks and denote the years the letters were supposed to have been written.

The following letters by Billy Smith and Bobbie Conner may give some idea of their interest and method of handling their material.

85 Navy Street,
Boston, Massachusetts.
April 19, 1775.

Dear Jack,

The Boston port has been closed for a year and the king hasn't taken the ships away yet. My father and some other men were talking about war. My father said if we don't do anything about this it will go on forever. The men have started storing away powder, muskets, and balls. We have six barrels of powder, three muskets, and ten boxes of balls in our barn.

The British general heard about this and sent eight hundred Redcoats with Pitcairn as their leader. He said for them to get Samuel Adams and John Hancock and bring them back to be tried for treason.

Somehow the minutemen heard of this and sent Paul Revere and some others to warn the minutemen out on the farms. When the Redcoats reached Lexington there was a party of sixty minutemen waiting for them. Pitcairn shouted: "Disperse, ye rebels!" The men didn't move. Pitcairn then ordered his men to fire on them. The Redcoats fired and seven men were killed. The minutemen fired back and then retreated. Pitcairn's men left Lexington without finding Samuel Adams or John Hancock.

They marched on until they came to Concord bridge where many minutemen were waiting for them. They fired at the Redcoats and many of them fell. Pitcairn then retreated toward Boston but they didn't retreat in peace because minutemen were hidden behind fences, bushes, barns, and houses.

Pitcairn reached Boston with only five hundred soldiers. The other three hundred were dead or badly wounded on the road leading to Concord bridge. General Gage didn't get Samuel Adams or John Hancock and he lost three hundred soldiers.

I must be closing now for my father's head was grazed by a musket-ball and I have to get some wood and heat some water to bathe his head.

Yours truly,
Billy Smith.

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450 Adams Street,
Boston, Massachusetts.
October 25, 1781.

Dear Faithful Jim,

Hurrah! I am so happy I could jump out of my shoes, for the war is over and we have won. Besides, I am a captain. I was promoted by General Washington for my good service to the army.

I will tell you about the surrender of Cornwallis. Lafayette was sent by Washington to Virginia to keep watch on the British there. Lafayette had a very small army and he had all he could do to keep out of Cornwallis's way. Cornwallis thought that he could get Lafayette without any trouble at all, but somehow Lafayette succeeded in slipping through Cornwallis's fingers and he went over mountains and through rivers in his mad haste to get away.

Cornwallis, thinking that he had probably scared Lafayette so much that he would not even try to come back and fight him, went to Yorktown.

Lafayette was not yet beaten. He is a brave man and would not be chased away without first trying hard. He followed Cornwallis and when he reached Yorktown he surrounded him on three sides but left the harbor side alone. The British did not worry, for they could go to their ships when in need of supplies. Washington got word that Lafayette had trapped Cornwallis on three sides and was very pleased. He also heard of a large French fleet that was coming from the West Indies to the coast of Virginia to aid Lafayette and we had hopes that they might wipe out the British fleet. Also, a great French general was coming to help us out. He was General Rochambeau, who had command of 6,000 French soldiers who were well trained and drilled. Lafayette had been his guest once and they had become fast friends, so when he heard that his friend was in trouble he set out to help him.

Washington saw his chance to do something. He ordered Lafayette to stay and guard Cornwallis while he took two thousand ragged American soldiers (I was one) and four thousand well dressed and well-drilled French soldiers and disappeared from New York. We were almost in Philadelphia before the British guessed where we were going.

In the meantime the French had defeated the British fleet and were guarding the British. Cornwallis was trapped. "Caught in his own trap," we said.

Washington at once started to fire on the British. For many days the fighting went on and at last Cornwallis surrendered and we had our independence.

The British agreed to give us all the land from the Mississippi river to the Atlantic ocean, and from the tip of Maine to the foot of Georgia.

I am home now and it is good to see Mother and Father again. They say that I have grown to be quite a man, and being a captain at the age of twenty-one isn't so bad either.

Your friend,
Captain Blacky Conner.

These letters are typical of those written by the rest of the class.

Near the end of the year when the letters were completed they were put together in chronological order in a cover made in the art room. It consisted of a red, white and blue shield on a white background with a border of blue and red three-cornered hats.

The outcome of this project was most gratifying to all concerned, and no one was more pleased with the tangible results than the young authors themselves.

"Let us all remember that it is the business of education not merely to train boys and girls to make a living, but also to train men as leaders to preserve and develop civilization, and as citizens and consumers to participate intelligently in all the aspects of modern life. In the furtherance of this project, may we remember also that every leader has two responsibilities. In some things he must lead, in others he must follow. Every follower has two responsibilities. In most things he must follow, in some he should lead."—Henry Lester Smith.

"It is the man who looks back upon a cheated childhood who becomes a menace to public peace. He is neither fad nor fancy. He is not cheap. He holds a bill of arrears against society, and he intends to collect it. If society were wise it would incur no such debts."

—Angelo Patri.

If the Public Wants Good Teachers—

By A. V. OVERN
Professor of Education
University of North Dakota

Some suggestions for securing high professional standards.

TWO important ways to ensure a continuing profession of well prepared, enthusiastic workers are the formulating of policies which provide adequate salaries and the making of conditions that will be in the best interest of both teachers and the public. The inducements of the profession should be such as to enlist the active interest of a reasonable proportion of the most able young men and women. Professional service in teaching should be kept attractive. Those who enter it should be justified in making an adequate initial preparation. After that, the conditions of selection, appointment, promotion, and tenure should be so just and equable that those already teaching would look for their advancement within rather than outside the profession.

The first step to achieve this ideal is to agree generally upon the social and economic principles fundamental to the policies needed. Sound policies for the payment of initial salaries, increases for additional service and training, maximum salaries, and super-maximums should then be stated in harmony with the principles. Those policies should be accepted as a working basis by the teachers and the public. Then, there are a number of extraneous factors such as sex, marital state, number of dependents, and place of domicile, concerning which reasonable attitudes should be determined and practices encouraged that are consistent with them. The problem of ensuring the most satisfactory professional teaching service, therefore, is not simply a matter of inducing the public to increase the salaries of teachers; but it is an exceedingly complex economic and social one, which affects American life in a variety of ways.

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Selection of Personnel

Requirements of previous training for teachers should be set high enough to prevent admission of those who are unprepared to give a high grade of service. That should protect the pupils from poorly prepared teachers and encourage candidates to reach a high degree of competence.

In selecting candidates, employment officers ought to recognize the importance of equalizing educational opportunities as much as possible within the same state. If previous teaching experience means greater efficiency, then districts which can pay higher salaries are not justified in employing only experienced teachers. Those with less money to spend should be able to get their share of them also. The richer districts, which often have superior facilities for supervision, should do their share in training the novices. A disregard for that principle has intensified the inequalities between opportunities of pupils in large and small communities.

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Promotion of Teachers

Little has been done to induce the more able teachers to commence their work in sparsely settled areas. More attractive communities, more desirable conditions of employment, lighter teaching loads, better opportunities for individual research in classroom problems, and for professional growth in other ways, should be some of the promotional rewards for the satisfactory service of teachers, no matter where they begin to teach.

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Security of Appointment

A statewide system of tenure, which would apply to all teachers who have given satisfactory service for a reasonable probational period, ought to be another inducement for the most able of them to remain in the profession. Being placed upon indefinite tenure after the third or fourth year of satisfactory service might be considered properly a very desirable promotion. Certain progressive requirements should be included in the tenure rules. Teachers on indefinite tenure should continue to grow professionally, as evidenced by additional training, by the production of professional work, by experimenting with classroom situations, or by preparing new materials of instruction. Teaching cannot offer the lure of fortunes; but it can and should offer security of tenure with a thrift wage, attractive conditions of employment, and reasonable provisions for retirement.

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Extraneous Factors

Certain extraneous factors are tending to retard the professionalization of teaching. Among them are the popular prejudices against salary differentials for sex and married women teachers; and the ideas that number of dependents and place of domicile should influence salaries radically. A state may legislate to modify the working of the law of supply and demand and thus regulate salaries. On the other hand, if it legislates that men and women shall be paid the same salaries for the same teaching work, without saying what proportion

of men and women must be maintained in each school district, the sex that is more highly selected will tend to disappear from the profession. In the past, men have been paid more than women in the same teaching positions. The reason was that able men were in such demand in industry that superintendents could not get those they wanted without paying more for them than for equally efficient women. In so far as the evidence goes men are not better teachers than women. They do not work harder. They do not render any more important service. Nevertheless, because of the relative supply and demand of men and women available for teaching, it has been consistently impossible to get men of superior personality to apply for teaching positions at the same salaries offered to similarly superior women. Equal pay for men and women teachers doing the same work is mandatory in a number of states. This legislation against salary differentials for sex has militated against interesting many able young men in the teaching profession, because it has tended to keep salaries down.

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Another extraneous influence that has drawn the ablest young women away from teaching is the social disapproval of married women teachers in many communities. There are arguments to defend this attitude; but none of them are sustained by the evidence that has been gathered. The attitude has acquired the force of a popular prejudice that is difficult to overcome. When a prejudice is found to be faulty on considerations of sound reason, however, it ought to be abandoned. This one seems to be working serious harm to the best interests of American children and of the profession of teaching.

The preponderance of opinion among educators is that discrim-

(Continued on Page 366)

Pedagogical Pennings

By R. L. HUNT

No. 1—Summer School

SUMMER school, the salvation of the teacher in service, has become one of the big industries of the institutions of higher learning. The value of summer school is great, but we do want to voice our sentiments against the degree chasing fad. Too often the teacher rushes from her school work to summer school, where she adds a few more credits to the required list for a degree, with little gained that may be of practical help to her during the coming year.

The writer has a clause in the teacher regulations which calls for six weeks of summer school every third year with one course in her field. Naturally the teacher wants to apply the credits earned toward a degree, but some college administrators seem to think that they will lower the standards of the schools and their service to the children if they permit substitutions of practical and needed courses for some of the "requireds" which were placed in the curriculum during the period B.C. (before credits), when no correlation between credits and usable information for the teacher in service was supposed to exist.

Summer school is a good thing for the teacher provided she can make it a period of relaxation from her regular school work, and can better prepare herself for the following year. But if the summer months must be spent in grinding over courses neither interesting nor useful, a fishing trip, a tour, or just a quiet sojourn on the farm is recommended.

Having been a summer school instructor and student for many years, and having the abovementioned summer school clause for teachers, I must use diplomacy. Hence, I close by saying that summer school should be a vacation, a place to meet old friends and acquire new ones, and to learn the newest and best methods of instruction, with wise pruning to be done before applying such knowledge.

All in the Day's Work

By FRANCIS READ

A High School Principal

The Greatest Asset.

What is a high school principal's greatest asset?

Is it a high professional standing, which has been built up by extensive and thorough training and notably successful experience?

Is it pleasing personal attainments, such as good ability in singing or speaking, that bring him into prominence and enable him to contribute to various aspects of the community life?

Is it being a strong leader among his teachers so that he can fashion within them the ideas and ideals that he wishes to prevail in his school?

Is it having many influential friends, who make him feel secure in his position and enable him to carry out a progressive educational program?

All these things are desirable. In my opinion, however, a principal's greatest asset is the affection and respect of the boys and girls that are committed to his care. If he fails here, all else is of little avail.

The Teacher and the Times

A NEW DEPARTMENT IN WHICH
THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

Judging the New Deal

LITTLE more than a year remains before the Roosevelt New Deal will go to the voters for their verdict.

Among the questions and the issues which the public is considering are these:—

Are the attempts to take from one group and give to another—as in the wealth and processing taxes—in the nature of confiscation or are they reasonable attempts at fair play?

To what extent have national policies been determined by public interest and to what extent by the desire to please large groups of voters and thus retain political power?

Are we going to delegate more power to the central government, and especially to Congress and the President, curtailing the powers of our Supreme Court and of the states?

Has the vast program of Federal spending been necesary or wasteful?

As the late Will Rogers said in his closing address over the radio, last spring, the general condition of the country in November, 1936—whether prosperous or in the doldrums—will pretty nearly determine whether the New Deal is approved or voted out of office. Today, fourteen months ahead, the real issues may be more clearly discerned than when election day is near at hand.

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Italian Thunderclouds

THE war clouds over Ethiopia have been watched with apprehensiveness throughout the world. These same clouds have meant different things to different observers.

To statesmen generally, they have meant the threatened failure of the new and more idealistic order to function effectively in a crisis. Any resort to arms is contrary to the plighted word of nations in the Kellogg-Briand treaties.

To Italians, these war clouds mean the advancement of national aspirations for a wider empire, an outlet for surplus population, a field for economic exploitation.

To the Japanese—already having commercial interests in Ethiopia—these war clouds mean a duplication of Japan's own Manchurian policy by a Western European power; yet the Japanese do not like it. They see a contest between two races—and their sympathies are not with the whites.

To Africans, likewise, the impending struggle takes on the aspect of a race war; a last stand of blacks against whites. To white residents of Africa, the menacing situation in Ethiopia means possible uprisings against them by the black masses who surround them.

All European statesmen are awake to these implications. France and Great Britain, with their empires based upon race domination, are closely concerned over the probable repercussions of events in Ethiopia. Restless millions may grow more restless.

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Nazis Roiled

RECENTLY Massachusetts lawmakers passed a resolution condemning the Nazi government of Germany for its continued persecution of Jews.

German newspapers grew excited and printed stories of lynchings in the United States—comparing this country's treatment of the negroes with Germany's treatment of the Jews.

Apparently such resolutions do not accomplish much that they are meant to accomplish. Enough of them might, in the long run, convince Germany that her official attitude meets with universal disapproval.

But the art of excusing one's self on the grounds that some one else is equally bad, is an old one, and the case cited in defence of an action is seldom parallel to the one criticized.

No State of the United States has adopted lynchings as an official policy.

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Arithmetic of Legalized Betting

CERTAIN of our States have benevolently undertaken to protect their citizens from gambling rackets. These States have legalized the ancient sport of betting on horse races, and in some instances the newer and more doubtful sport of betting on dog races. But they have done this under a system called pari mutuel, which purports to shield the public from exploitation.

For example, the State and the promoters together may be authorized to take only 10 or 15 per cent. of the money wagered; leaving the other 85 or 90 per cent. in the hands of the race patrons.

Thus we may read that 10,000 persons attending a race meet wagered $120,000; that payments back to the winners totaled $105,000; and that the State took $3,000 in taxes, while the promoters received $12,000.

What really happened was more like this:—

The public to the number of 10,000 went to the

meet with a little over $30,000 in its pockets, to be used as betting capital. There was to be a program of six races. On the first race the patrons wagered $20,000. The State-and-promoter partnership retained (say) 12½ per cent. or $2,500. The remaining $17,500 was redistributed among the winners.

Comes the second race. Again $20,000 is staked. This means that the patrons staked their $17,500 winnings and additional $2,500 from their reserves. Again the proceeds are divided and the 12½ per cent. goes to the operators. This process is repeated through the sixth and final race.

The patrons have put in $20,000 plus $2,500 plus $2,500 plus $2,500 plus $2,500 plus $2,500, or a total of $32,500.

They have paid the State and the promoters $2,500 on each of six races or $15,000 in all. And they return to their homes with $17,500—hoping for better luck next time. Nearly 50 per cent. of their money has slipped away from them, instead of the 10 or 15 per cent. they supposed was being taken.

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Of Superfluous Studies

MUCH less is heard nowadays about alleged "fads and frills" in education. The public seems at length to have apprehended the truth that the broadening of the curriculum has been necessary by reason of the broadened patronage of the schools.

Indeed it has sometimes seemed, of late, that certain of the traditional or older studies were more under fire than the newer ones.

For ourselves, we doubt if there are any studies in the curriculum of the modern school that do not have good reason to be there. The curriculum needs to be varied and inclusive rather than uniform and exclusive. Life is in need of enrichment, not scrimping. Pupils are individuals, originals, no two alike.

It matters less *what subjects* are taught than *how* they are taught.

Latin is not a dead language unless a dead teacher makes it so. History or literature or French or geometry is not dry or remote from every-day living unless the teacher is dry and remote from every-day living.

Every study can be made modern and alive and vital by a modern, alive and vital teacher; a teacher who lives here and now, and can meet youth where it is. Time never stales the art, the history, or the literature of the past when treated in the light of the present. Contemplation of ancient works may occupy too large a portion of a pupil's time in school. But there is room for some of it. Life should not be all background, nor all foreground. It can and ought to be a blend of both. Good teachers, in whatever field of knowledge they may labor, will turn the subject matter into the making of well proportioned lives, having depth and breadth; wholesome curiosities and cultural interests; mental and spiritual capacities discovered and developed.

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What More?

WHEN the police of a typical big city estimate that there are two or three thousand persons of known criminality speeding about the city in automobiles, we have only one of numerous vivid illustrations of the extent of the gangster business.

One need not be a pessimist to admit that crime and vice are rampant in the nation. They are stern and formidable realities.

The ranks of crime are recruited from the young. How can the schools—during whatever shorter or longer period they are in contact with potential criminals—do more than they are now doing to set them on the right course of conduct—right for themselves and for society? This is a major problem.

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Rogers and Post

THE airplane crash in Alaska which ended the careers of Will Rogers and Wiley Post, was one of the saddest tragedies of the summer. Wiley Post was a world-renowned hero of the air. Twice he had girdled the globe by the air route—only to meet death in an effort to make a flight of a few miles when conditions were unfavorable.

Will Rogers, because of his daily despatches to the press, his appearance in motion pictures, and his books, lectures and radio talks, will be missed from American life. He had become an institution. He was not simply or mainly a humorist. He was a philosopher, an apostle of plain common sense and fair dealing, who used humor as his medium because it fitted his ability and was acceptable where sober statement would have failed to get a hearing.

Will Rogers was not always right, any more than the average American is always right. But the cowboy jokester understood the psychology of his countrymen as few others have understood it, and he had no hesitancy in pointing out the foibles of individuals and of parties.

He gave much happiness, and was himself one of the happiest of men. He had found his niche and filled it successfully. His contribution to clear thinking and general good humor, and to a realistic and sometimes idealistic Americanism, was considerable.

Anson W. Belding

If the Public Wants Good Teachers—

(Continued from Page 363)

ination against married women teachers is not sound policy. The state board of education in Maryland handed down a decision on December 21, 1931, that a woman teacher in the public schools of that state may not be dismissed because she marries. Contracts in violation of that decision are in conflict with the state tenure law, which provides no basis for discrimination on account of sex or marital state. The rulings of courts in states where decisions on this question have been handed down are to the same effect. When an unmarried woman is employed on a schedule in which just and reasonable cause must be shown prior to dismissal, marriage alone is not to be considered a satisfactory cause. Experienced school administrators have evaluated the social efficiency of the teaching of single and married women as about the same when they were compared on the basis of age, training, and experience, and were employed in like situations.

During agitation for better salaries for teachers the argument has been used sometimes that the number of dependents of a teacher should help determine his salary. That would be unprofessional because it would seem to place remuneration not on a service basis but on a subsistence or charity basis. On the other hand, the prejudice in regard to the place of domicile of teachers has gained enough popular support in some communities to work harm to the profession. Place of domicile should not be a condition of employment. The effect of home talent, if used too much, is to lower salaries. Teachers can live more cheaply at home than elsewhere and often prefer to live there. Their bargaining power is reduced by such a preference. The condition, if it is allowed to persist, becomes worse. For when salaries have been reduced because of the employment of home teachers, the district can no longer compete with other schools in bringing in desirable talent from outside.

"Teaching cannot offer the lure of fortunes; but it can and should offer security of tenure with a thrift wage, attractive conditions of employment, and reasonable provisions for retirement. . . . The preponderance of opinion among educators is that discrimination against married women teachers is not sound policy."

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Tangible Rewards.

As teachers in the more rural areas become professionalized, they will have to be paid on a professional basis. That means that their compensation will recognize superior service based on special preparation and the serving of a novitiate under competent observation. A teacher in his first year of service should receive a living wage according to the standard of living demanded of him. That standard should be determined for each community from indices of the cost of living and the buying power of the dollar. Since certain cultural needs consume a larger proportion of the teacher's salary than they do of the laborer's wage, the indices used should be based on the usual standard of living of teachers. The subsistence wage thus determined should be increased to allow for thrift.

Salaries should be augmented from year to year on objective evidence indicating an increase in competence. The most widely accepted evidences of greater competence of teachers are additional training and years of experience. The effect of these factors upon the value of future service ought to be demonstrated scientifically. Until that is done they appear to be the most convenient bases of salary increases to use. The maximum salary should be sufficiently above the beginner's wage to allow for eight or ten steps in the ladder of advancement. Competition with other occupations is the only basis for building maximums and the size and number of increments leading up to them. In lieu of anything scientific, one might suggest a maximum at least twice as great as the initial salary. A super-maximum might recompense unusual training or achievements made by a small percentage of the teachers. That would provide an outlet for the energy of restless souls of unusual ability.

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Assuring future professional service in teaching, therefore, involves, first, an intelligent understanding of the hopes and aspirations of desirable young candidates; second, an integrity on the part of the public, which will not dash the legitimate expectations of those whom it has induced to prepare themselves for professional service; third, the honest effort of all teachers to contribute toward meeting the educational needs of their communities; and fourth, the establishment of policies of salary payments and conditions of employment which have sprung from the fundamental principles of social well-being.

"An educated person is a person who is willing to live with himself on terms of friendship and self-respect. He has resources; he has poise; his emotional balance is not dependent on people or circumstances; he has reached the stage of emotional maturity."

—Harry Woodburn Chase.

The News Digest
OF EDUCATION

No Age Raise

Massachusetts Kills New Age Limit Bill

BOSTON.—The bill to raise the age limit for compulsory school attendance from fourteen to sixteen years was overwhelmingly defeated in the House recently on recommendation of the House ways and means committee. The bill, sponsored by Payson Smith, state commissioner of education, and the state federation of labor, had been passed by the Senate almost without opposition. The first open opposition to the measure came on the floor of the House.

Chosen for Tryout

OAKLAND, Calif.—Predicting that a significant contribution to progressive education in America would be made by University High School, Dr. Wilford M. Aiken, chairman of the National Progressive Education Association's commission on the relation of high school to college, commended Oakland school officials at a recent conference here. The school was one of two on the Pacific Coast selected recently by the Association for an eight-year experimental program involving an attempt to make the high school a more vital influence upon students in the light of current problems and needs. Rigid entrance requirements of colleges are said to have been a handicap in modernizing the high school program. Before starting the experiment, the commission secured the promise of 230 leading colleges and universities to accept graduates of the thirty participating high schools on principals' recommendation.

CCC Educational Program Ready To Reach Half Million Youths

WASHINGTON. — With an appropriation of $6,000,000 for the current year the CCC educational forces expect the "University of the Woods" will reach more than a half a million youths, supplying them with a varied program of study, recreation, and counseling.

A recent report of the Federal Office of Education showed that last Spring 60 per cent of the CCC enrollees voluntarily participated in the educational program. The average number of courses taught per camp at that time was eighteen, of which almost half were vocational in character with a predominance in typing, auto mechanics, forestry, and agriculture.

Other educational enterprises included handicraft groups and hobby clubs, with some 80,000 enrollees engaged monthly in chip carving, art metal craft, leather work, rustic furniture making, or other hobby activity. Camp libraries have been built up, and 295,000 books are being circulated. More than 5,000 films are shown throughout the camps each month.

Sounds Warning

Governor Demands Academic Freedom

HARRISBURG, Pa. — Governor Earle recently signed a bill appropriating $1,988,357.94 to the University of Pittsburgh, and at the same time demanded freedom of speech at the institution. "I wish to sound a definite warning that I will expect full freedom of speech and full academic freedom to be granted and respected by the officials of the University of Pittsburgh during the next biennium," the Governor said. "The failure of this institution to permit such freedom in the past has brought well-merited criticism. More important of all," the Governor added, "the method now used for self-perpetuating in office the members of the board of trustees must be abandoned as quickly as possible and trustees selected in accordance with the Legislative committee's recommendations."

No Homework

Brookline to Test "Study-in-School" Plan

BROOKLINE, Mass. — Brookline High School, under the direction of Superintendent Ernest R. Caverly, is inaugurating this year a "study-in-school" plan with a view to eliminating home lessons of pupils. Before the close of the last school year a circular with application blank attached went out to parents of pupils in the two lower classes asking them if they wanted their children to study in school rather than at home. More than 400 applications were received and after carefully going over the qualifications of each pupil, 135 were selected for the first year. The school day starts at 8:30 in the morning and ends at about 3 in the afternoon. The customary forty to fifty-minute recitation period will be increased to one and one-half hours for each of four subjects. Such an arrangement of classes, the circular explains, will permit pupils to be dismissed at approximately three o'clock, which will leave at least two hours in the afternoon for recreational purposes, and the entire evening without any school requirements whatever.

Boy Tarzan Captured in Jungle Being Domesticated in School

SAN SALVADOR.—An interesting experiment in civilization and education is being carried out at the agricultural school in Sonsonate with a boy Tarzan, who, when captured in the jungle, was without any language, although between seven and eight years old, and was human only in form.

The development of this young savage is remarkable, according to Professor Jorge Ramirez Chulo, director of the school, in a copyrighted story in the New York Times. His powers of observation are astonishing and he has an extraordinary memory. He is inquisitive and appears to have psychic powers.

Gradually the child of the jungle is being domesticated and instructed.

Although he is learning to read and write, and his vocabulary is growing, he is not completely tamed. Whenever he is displeased he shows his dislike in violent and primitive ways. The extraordinary physical strength in a boy so young makes him a formidable rival for older and bigger boys.

Good Looks, Youth, and Health Are Held Key to School Jobs

NEW YORK.—To obtain a position in the teaching profession today a person should be young and goodlooking, not too fat nor too thin, well dressed and agreeable, healthy, and, if a woman, unmarried. These qualifications were listed recently by Professor Clyde R. Miller, head of the Bureau of Educational Service of Teachers College, Columbia University, in a talk at Horace Mann Auditorium.

An audience of nearly 800 heard his admonition that "it takes more than a higher degree to make an effective teacher today."

He advised those intending to enter the profession to "behave as the great majority of the community think a school teacher should behave, since it is the whims and tastes of the community as transmitted through school executives which result in the employment of teachers." While superintendents do not like to have teachers "forced on them," they are sometimes compelled to engage a candidate who has powerful friends of political "pull," he asserted. When asked whether he knew many teachers who possessed the qualities he listed, Professor Miller declared that he knew a great many.

Bethlehem Stars

BETHLEHEM, Pa. — The unusual success of Bethlehem public school graduates in competitive examinations has received wide notice. Three graduates of Liberty High School are worthy of mention. Miss Adelaide Delluva, in a state-wide contest, won the $1,000 scholarship offered by Bucknell University to the young man or young woman who would pass the best entrance examination. Miss Delluva also won the scholarship offered, under competitive examination, by the State of Pennsylvania for the county of Northampton. William M. Goodwin, Jr., won the competitive examination for entrance to the Naval Academy at Annapolis. His grade was 3.8 on a scale of 4 and it was one of the best grades ever given for entrance. Miss Margaret Schilling won the scholarship for Temple University offered to high school graduates of Eastern Pennsylvania upon competitive examination.

Speechless Child

Prompt Attention Is Advocated by Doctor

LOS ANGELES, Calif.—If a child is slow in learning to talk, parents should not wait complacently for him to outgrow the difficulty, Dr. Sara Stinchfield Hawk, of the University of Southern California, declared in a recent address. "The favorable time for speech training, with the child who is not responding to speech stimuli, amid social situations, is between the ages of two and three years," she said. "If one waits until school age, much important time has been lost, and the child may even be permanently retarded." "It is important," said Dr. Hawk, "that parents of deaf children should be in touch with the school even before the deaf child is of school age, as direction of the activities of the pre-school child through the nursery school is now possible in many cities."

Start Art Center

Old Colonial House Bought by School Board

WEST CHESTER, Pa. — An old colonial house opposite the main senior-junior high school buildings has been purchased by the Board of Education with a view of establishing an art center. Chester County, Pa., is noted for its rich specimens of art including many antiques and it is the home of N. C. Wyeth, well-known artist and illustrator. A branch of the Academy of Fine Arts of Philadelphia is cooperating in the establishing of the art center.

One-Room School

Jersey Board Calls It Out of Date

TRENTON, N. J.—The "little red schoolhouse" was indicted recently by the New Jersey Planning Board as uneconomical and inefficient. In a report, preliminary to a general survey of school properties in the State, the board said there were 249 one-room and 153 two-room schools in the rural areas of the State. Educators were agreed, it was said, that it was "all but impossible" to attain proper modern educational standards with one or two teachers doing multiple-class work. "Excessive cost of adequate school service in sparsely settled and poor townships," the board report added, "presents another problem." The board suggested as possible solutions school consolidation and State purchase and depopulation of sparsely settled areas.

Ability Counts

Heavyweight Teachers Not Barred in Georgia

ATLANTA, Ga. — Georgia doesn't care what its school teachers weigh as long as they get results. Dr. M. D. Collins, State school superintendent, made the statement recently that he had "no patience" with rules such as that in New York, where a teacher, thirty-one pounds overweight, appealed to the State Board of Education a decision of the New York City Board of Examiners refusing her a license. "Down in Georgia what we want is a good teacher whether she weighs 75 or 200 pounds," Dr. Collins said.

Kerr Retires

Hunter Takes Post Of Chancellor at Oregon

CORVALLIS, Ore. — Dr. William Jasper Kerr, for twenty-five years president of Oregon State College and for the last three years Chancellor of the Oregon State System of Higher Education, has been elected to the position of Chancellor Emeritus and granted the customary half salary by the State Board of Higher Education. The change became effective simultaneously with the assumption of the chancellorship by Dr. Frederick M. Hunter, who has been Chancellor of the University of Denver since 1928.

Homeless Boys

First School Opens In Rehabilitation Drive

CLYDE, Calif.—The first training school in the nation for homeless youths between the ages of sixteen and twenty-one, part of President Roosevelt's youth rehabilitation program, has been opened here. Recruited from the Federal transient shelters throughout California, 225 "cadets" joined with prominent Bay District citizens and State and Federal officials in the dedication. The youths enroll for six months and are paid from $2 to $7.50 a month while at school, in addition to food, clothing, and sleeping accommodations. The primary purpose of the school will be to fit the youths to become good citizens and to earn their own way in the world.

Salary Survey

Committee Reports Slight Upturn for 1935

DENVER, Col.—The report of the committee on economic status, of the National Education Association, showed that by 1934 the average salary of all public school teachers in the nation had fallen 12 per cent, and that of teachers in sixty-five large cities about 7 per cent below 1929. There was "evidence of a very slight upturn in 1935," the report added. The average income for school teachers in 1929 was slightly less than $1,400 annually and in 1933 it was $1,316. For teachers in large cities the average 1933 salary was $2,043. The report recommended maximum salaries of not less than twice the annual cost of necessities for an experienced teacher with dependents. A minimum salary not less than one and one-third times the annual cost of necessities for teachers without dependents was suggested.

New Film Ready

Book Company Has Movie for Distribution

PHILADELPHIA, Pa.—The John C. Winston Company's film, "Books—from Manuscript to Classroom," has been witnessed by over 1,000,000 pupils and teachers since its release. This year there will be an entirely new picture with new characters, scenes, story, more close-ups and a new dress for the new "Miss Ella Mentry" by popular demand. Both sound and silent 16 millimeter films, one reel in length, will be ready for distribution for the fall terms. All requests for booking dates should be sent to the home office of the John C. Winston Company, 1010 Arch street, Philadelphia, Pa. Specify which film is wanted—sound or silent. Applications should be in early to avoid disappointment.

Leaves School

Miss Godfrey Resigns After 50 Years' Service

ELMIRA, N. Y.—After nearly a half century of active school work, Miss M. Louise Godfrey, dean of Elmira educators and director of the English department of the Elmira Free Academy, has resigned. Rated by one English specialist in the State education department at Albany as one of the best English teachers in New York State, Miss Godfrey closes a career the success of which she measures by the advancement in life and business of her former pupils. Miss Godfrey is now to enjoy a needed rest. Dr. Albert B. Helmkamp, principal of Pittsford High School for nineteen years, has been appointed English department head at Elmira Free Academy to succeed Miss Godfrey.

Half-Time Schools

Chinese Minister Would Double Attendance

SHANGHAI.—On the theory that "half a loaf is better than none," Dr. Chu Chia-hua, now Minister of Communications in the Nanking government, favors cutting the school day in half and taking on extra classes in the afternoons. Dr. Chu was formerly Minister of Education for China and is an expert on school problems. He points out that there are today many millions of illiterate children of school age in China and that the Government has no money with which to establish additional free schools. One teacher, he says, can minister to forty pupils, and it would be better to slow down the rate of progress of these forty and to give at least a partial education to another forty, by having different classes mornings and afternoons. Dr. Chu has a special plan for educating the children of the very poor, particularly those from ten to eighteen years of age. It would work a hardship on millions of families if compulsory education plans took their children from labor and put them into schools all day, or even half a day. Therefore, he advocates special short-term classes, with forty pupils to a class attending only two hours daily. In this way the shortage of teachers could also be overcome to some degree.

Newspaper Internes

Journalism Students Serve Apprenticeship

ATHENS, Ga.—Junior students at the Henry W. Grady School of Journalism, Georgia University, obtained practical experience during the past summer by serving as "internes" on newspapers and in publishing agencies. The "interneship" plan—similar in design and purpose to that employed by medical schools—was initiated by the Grady School, with the co-operation of Georgia editors, three years ago, and has helped students by providing them with experience and contacts unobtainable on the campus.

Temporary School

Garage Used Awaiting Receipt of Federal Funds

HODGDON, Me.—Interested citizens and the School Board of Hodgdon met recently at the office of the superintendent to decide what should be done to accommodate over 225 pupils this autumn as the schoolhouse had burned down last winter. It was decided to buy an unused garage, repair and fit it up for temporary use. Hope was expressed that the town's application for Federal funds would be forthcoming in time to construct a new building that should be ready for the 1936 term.

26 Scholarships

Temple University Is Conducting Competition

PHILADELPHIA. — High school seniors in twenty-six regions of the nation may compete for scholarships at Temple University, under a plan announced by Raymond Burkley, executive secretary of the institution's alumni association. The alumni units, scattered from coast to coast, will award scholarships in their respective sections. Value of the scholarship is $400, Burkley said, divided as follows: Two hundred dollars toward tuition for the first year; $100 toward tuition for the second and third years each. The scholarship must be used during three consecutive years and is not transferable. Full-time tuition in the College of Liberal Arts, School of Commerce, or Teachers College is provided for in the scholarships.

Personal Mention

Larrabee to East Bridgewater

SOMERSET, Mass.—H. Paul Larrabee, principal of Somerset High School for eight years, recently resigned to become superintendent of schools in East Bridgewater. Austin J. O'Toole, principal of the Village school, becomes acting principal. High school sessions are to be held at the new Village school in the autumn. The high school burned down several months ago.

JOHN DALE RUSSELL, associate professor of education at University of Chicago, specializes in surveys of schools and colleges; has participated in such projects affecting 150 institutions. He is author of bulletins and reports, and is keen for improvement of administration and instruction, especially at college level.

Jenkins to Fort Fairfield

FORT FAIRFIELD, Me. — At a recent meeting of the school board William H. Jenkins was elected to the superintendency of schools for Fort Fairfield and Eaton to fill the vacancy caused by the resignation of John W. Greene. Mr. Jenkins was born in Presque Isle, Me., was graduated from Aroostook State Normal School and the University of Maine, and has been in educational work in Aroostook County for the past fifteen years.

Mrs. H. G. Doyle Heads Board

WASHINGTON. — Mrs. Henry Grattan Doyle has been elected president of the District of Columbia Board of Education, the first woman president of that board in the period of more than a century and a quarter since the first board of trustees of the public schools was organized with Thomas Jefferson as its first president. Mrs Doyle received the unanimous vote of her fellow-members. The board consists of six men and three women. Mrs. Doyle was appointed to the board of education by the Justices of the Supreme Court in June, 1928, and was reappointed in 1931 and 1934. Since September, 1931, Mrs. Doyle has served as vice-president of the board.

H. H. CHURCH, as superintendent at Fremont, Ohio, is developing a progressive system of education. His schools have their distinctive seal, their specially designed diplomas, including an extra honor diploma for those who earn it. The high school has an unusually fine radio outfit. He is the author of several handbooks including an outline for administration of six year high schools.

Chinese Order Mass Education For 480,000 Illiterate Persons

SHANGHAI.—One of the greatest adult mass-education movements ever launched in the Far East is under way as authorities of the Chinese administered areas of Shanghai wage war on illiteracy.

The goal is to teach 480,000 illiterate persons in Shanghai to read and write 600 of the most commonly used Chinese characters. Although the language comprises several thousand characters, 600 of these are considered basic; with them an adult Chinese can read newspapers, write ordinary letters, decipher street-car signs, and the like.

With the official opening of the campaign, 220 mass-education schools opened simultaneously in all districts of the municipality of Greater Shanghai (that portion of the city lying outside the foreign settlements).

Each of the 220 schools is conducted by a principal and teachers recently graduated from a special institute for mass-education training. On a basis of 300 students being accommodated every day, the 220 schools are expected to turn out 66,000 students at the end of the first term. Succeeding terms and additional schools soon to be opened will take care of similar numbers, and the entire group of nearly half a million illiterates is expected to be educated within one year.

Research Service

Library of Congress Offers New Assistance

WASHINGTON.—In order to be of assistance to non-resident researchers, a service is now available at the Library of Congress by which material and data can be assembled and sent anywhere in the country. This new service, according to Laurence E. Tomlinson, director, is to make available to anyone any material in the Library of Congress in the form of outlines, typewritten copies, summaries, or actual photostatic copies of the original. The aim is to supply copies of political speeches, news articles, editorials, pictures, cartoons, historical documents, theses, etc., which may not be easily available, or which do not exist anywhere else, to anyone for a small fee (eighty cents to a dollar an hour) dependent on the type of work involved. This service is of value to graduate students, researchers, professors, historians, writers, genealogists, teachers and others.

Three Shifts

California Educators Change Their Positions

SACRAMENTO, Calif. — Dr. Edward L. Hardy, after twenty-five years of distinguished service, has retired from the presidency of the San Diego State Teachers College. He is succeeded by Walter R. Hepner, formerly chief of the division of secondary education of the California State Department of Education. Dr. Aubrey A. Douglass, head of the department of education, Claremont Colleges, Claremont, Calif., steps up to Mr. Hepner's post with the State education department.

Pacific Literature

Study Proves Popular At Hawaii University

HONOLULU. — A course in the literature of the Pacific has been added to the curriculum of the English Department of the University of Hawaii. It was offered for the first time during the summer session this year, and the interest with which it was received encouraged the university administrators to include it in the curriculum for the regular academic year. They believe this is the first time this subject has been offered by a university. The course includes a study of the works with a Pacific setting of such distinguished writers as Mark Twain, Robert Louis Stevenson, Joseph Conrad, Pierre Loti, W. Somerset Maughan, Herman Melville, Charles Warren Stoddard, and Jack London; the journals of Polynesia, Melanesia, Malaysia, New Zealand, and Australia, as well as the legends native to these places. The course is conducted by Carl G. Stoven, a member of the University of Hawaii faculty since 1917.

No Married Women

WINDSOR LOCKS, Conn. — Married women school teachers will have to look elsewhere besides Windsor Locks for jobs hereafter. In explanation for not re-engaging four married teachers, one of them after twenty-one years' service, the Board of Education announced that its policy in the future will be to engage only unmarried women. The board has in its membership one woman, Miss Catherine Farrell, who approved the ruling.

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N. Y. Will Dismiss New Teachers Failing 3-Year Character Test

NEW YORK. — Holders of public school teaching licenses have been warned by the Board of Examiners that they might be dismissed without formal charges or trial if, in the opinion of their superiors, they failed to live up to standard of character, personality, and good citizenship during the three years following their appointment to teaching posts.

The full list of requisites, as established by the board, follows:—

1. Personal habits — habitual neatness, cleanliness, orderliness.
2. Habitual refinement, good manners, tact, courtesy, co-operation, unselfishness.
3. Habitual use of correct English, in writing, speaking, teaching.
4. Habitual industry, reliability, honesty, integrity.
5. Habitual kindliness, cheerfulness, affection and sympathy for children.
6. Skill in teaching and in adapting a thorough knowledge of subject matter to the needs of the pupils.
7. Ability to maintain discipline and to develop character.
8. Loyalty to the public school system, to the children, to fellow teachers and supervisors, and to organized society; the spirit of service.
9. Continued good health, mental, moral, emotional, physical.

School Laws

Officer Believes Them Aid to Better Homes

ITHACA, N. Y. — Education laws compelling school attendance to higher age levels have not only raised the general standards of literacy in the United States but have focused attention on deplorable environmental factors surrounding our youth, George H. Chatfield, director of the New York City bureau of attendance, declared here recently. Mr. Chatfield, in discussing the gigantic task of supervising the attendance of New York City's more than a million school children, declared that the function of an attendance officer was far removed from the Dickensian conception of a truant officer. "The job is a complex one today, involving a knowledge of sociology, psychiatry, and physical education, as well as the legal side of the duties of an officer," he said. "Our task is not to hound children into staying in school, but to ferret out the environmental factors, economic and health, which bring about absences. Our major problem is correctional as well as preventive."

Death of F. A. Owen

DANSVILLE, N. Y.—On July 18th, at his summer home on Conesus Lake, F. A. Owen, president and founder of the F. A. Owen Company, passed away. He had established the Normal Instructor, now called Instructor, forty-four years ago, and had been active in guiding its policies during this entire period. He was at his desk two days before his death.

H. G. Fowler, who has been vice-president, becomes president. J. C. Thomson, manager of circulation, becomes vice-president. K. A. Plough is secretary. W. B. Bundy continues as treasurer and director. Helen Mildred Owen, who has been managing editor since 1928, will continue in that capacity.

The publishing business will be carried on under the same personnel that has been associated with Mr. Owen in recent years.

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Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

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Too Many Applicants

SAN JUAN, Puerto Rico.—The University of Puerto Rico has had to refuse admission to 400 young men and women who sought to register for the freshman class because of lack of teaching and classroom facilities. More than 600 students were accepted. The two factors believed responsible for the large increase of applicants are the lack of jobs and the emergency relief distribution of scholarships paying $15 a month.

Vitality Low

Would Inject More Life Into Curriculum

CAMBRIDGE, Mass. — Educators must be bolder experimenters and must introduce new subjects into high school curriculums and new materials into old subjects if our schools are to train effectively the youth of the nation for intelligent citizenry, Henry W. Holmes, dean of the Harvard graduate school of education, stated recently. Dean Holmes said that unless educators really sift material and get something new to teach, new methods, however desirable, will be useless. A new spirit, a new freedom, and new courage among teachers will be valueless without the establishment of a "vital, realistic, and enlightening curriculum," he said.

Schools Lag

More Emphasis Needed On Citizenship Training

NEW YORK.—Modern high schools fail to train pupils effectively for active political citizenship, Professor David Snedden, of Teachers College, Columbia University, told students recently. He attributed this to a lack of teachers "specially trained in civic education." He suggested that 15 per cent of all school time between the ages of twelve and eighteen be devoted to civic education, in charge of specialist teachers who would emphasize the importance of civic problems and case studies. "Our junior and senior high schools have as yet made no more than opportunistic and trivial contributions of the kinds of instruction and training which will fit prospective men and women to function effectively as party members, opinion makers, collective employers of public servants, and judges of political policies," he said.

Boy Latinist

SALT LAKE CITY.—Vernon King, thirteen-year-old high school freshman, has been presented here as discoverer of a fifth Latin conjugation and a dabbler in advanced chemistry.

"I discovered the fifth conjugation from seeing words that didn't belong in the other four," the Salt Lake City Telegram in a copyrighted story said Vernon explained.

"The words have 'U' stems and consonant stems, while others have 'A' stems, long and short 'E' and 'I' stems."

Vernon began picking up Latin at the age of seven, when he came into possession of a volume of Caesar's "Gallic Wars."

The Alcove for New Books

English for Self and Society

HIGH SCHOOL ENGLISH. By Henry Seidel Canby; John Baker Opdycke; Margaret Gillum; Olive I. Carter. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Books III and IV of "High School English" admirably round out a series of stimulating texts covering the period of secondary education.

Taking as a basic principle that "the greater part of progress is the desire to progress," the authors have paid much heed to showing the practical and pleasurable values of English in its many uses. The books lead and inspire. They quite evidently seek to help the student to accomplish the mastery of English, not in order that he may become a professional writer of prose or verse, or that he may be able to pass examinations, but that he may perform successfully the speaking and writing tasks that fall to the lot of every one—conversing, giving an oral report or talk, telling a story, writing a letter, reading aloud, enjoying and appreciating poetry, and even writing that occasional long paper or theme which is the bugbear of nearly every one who is called upon to do it.

The chapter on the school paper in Book III and the small anthology in Book IV are mere samples of the numerous features which render these texts outstanding in their role of companion and guide toward desirable goals.

English is treated in its relation to other studies, and as an instrument for aiding the individual not for his own sake only but to make him a better member of society.

• •

Before the Play

BEHIND THE FOOTLIGHTS. By Charles C. Mather, Culver Military Academy, Culver, Indiana; Alice H. Spaulding, High School, Brookline, Massachusetts; Melita H. Skillen, Nicholas Senn High School, Chicago, Illinois. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Experience of many schools has shown the manifold value of dramatics and has warranted its claim to increased attention in the work of education. The time is therefore ripe for such a book as "Behind the Footlights," which is designed as a guide for pupils preparing to stage a play or plays.

Beginning with a historical sketch of the drama and a study of its various classifications and types, the book leads the pupil through the whole adventure of planning and preparing a public performance. Few but the initiated probably realize the amount of labor which precedes the giving of a play. This useful and fascinating text describes the process in detail — the scenery, the lighting, the makeup, the attention to vocal, facial, and other bodily expressions. Dramatic clubs and classes will warmly appreciate this compendium of the things they want to know about the art of play production.

• •

The Progressive School

WHAT IS THE ACTIVITY PLAN OF PROGRESSIVE EDUCATION? By Samuel Engle Burr, Superintendent of Schools, New Castle, Delaware. Cincinnati: The C. A. Gregory Company.

Clear analysis and scholarly handling are characteristic of all that Superintendent Burr writes; and this manual explaining the Activity Plan of Progressive Education is no departure from that rule.

One finds here a brief history of the development of the progressive viewpoint and practice; also a recognition of the truth that no single cult of educational procedure has a monopoly upon the progressive label.

The activity plan which Superintendent Burr finds in general use among many of the more advanced schools, is described as a rather informal and opportunistic affair, in which boys and girls grow in knowledge and in power through the study of successive units. The plan tends to break down the partitions between traditional subjects or courses of study, and to supply correlation, as well as interest.

Illustrations are frequent and well chosen. Units actually employed in classroom experience are described, showing how pupils have grown in creativeness and appreciation and in other desirable ways.

The book is succinct, well organized, and comprehensive. It imparts a clear understanding of the activities plan and how it is made to operate in a progressive school; how, in fact, it constitutes the very core of the progressive idea, as seen by this exponent of progressivism in the public schools.

• •

Applied Grammar

EASY ENGLISH EXERCISES. Revised and Enlarged. By Ada Riddlesbarger and Edna Parker Cotner. Yonkers on Hudson: World Book Company.

Correct use of the mother tongue comes with much practice and requires but little theory. This revised and enlarged edition of an older, well tried text provides an abundance of carefully graded material for the fixing of correct language habits. Essential principles of grammar are supplied, but the emphasis is upon the art rather than the science of English grammar.

Such a book, while intended chiefly to supplement the exercises found in some basal language text, could be used independently.

Any boy or girl who completes the work set before him in "Easy English Exercises" should be unusually well started in the elimination of faulty diction and the cultivation of proper standards in the daily handling of the king's English. And this is said with full knowledge of how tenacious are the linguistic habits acquired in the home and elsewhere outside the classroom.

• •

Comprehensive Civics

UNITED AMERICAN GOVERNMENT. By Jeremiah S. Young, Professor of Political Science, University of Minnesota, and Elizabeth Young Wright. New York and London: McGraw-Hill Book Company, Inc.

In a text on government, should local or national government be taken up first? "Let them be taken up together," say the authors of this volume for high school seniors.

Each of us lives under several governments at once. None of us quite knows where one government leaves off and the other begins. And so—the authors have ventured to deal with government as a unified subject.

But government is not an end in itself; it is only a means to an end. It is a social instrument. It must serve the economic well being of the individual and the group.

Faith in the principles which underlie our American government, and a desire to help in making the world's most hopeful experiment a greater success than it has yet been, are results almost certain to flow from the study of this purposeful, sound, well organized schoolbook.

Winshipisms

"The spirit sags, and hope lags, when one nags."

•

"The school has not done its complete work with the child until it has influenced for good his reading habit for life."

•

"Make your trials the seed time and not the harvest."

•

"Success is WON, not found."

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Grins Between Grinds

As Uncle Does

High School Senior—"Got any work for me to do, Dad?"

Father (taken by surprise)—"Why, no—er—"

High School Senior—"Then wouldn't you like to put me on the dole?"

• •

Stuck

The superintendent, visiting a country school, asked the children a number of questions. After a while he said to a junior class: "Now I want some of you to ask me questions that I can't answer."

After a few vain attempts a small boy said: "Please sir, if you were stuck in a pool of mud up to your head, and I threw a brick at you, would you duck?"

• •

Income at Last

Squire—"So I hear you've married, George."

Ould Garge (who has astonished the village by getting married)—"Ay, zur. I always vowed I'd ne'er wed till I'd a reg'lar income, week in, week out."

Squire—"Indeed, George, and so you have got it at last."

Ould Garge—"Ay, zur. I started drawin' one old-age pension last Friday."

• •

Eddication

"I have called to see why your daughter Emily hasn't attended school lately," said the school attendance officer as he stood at the cottage door.

"'Cause I think she's learnt enough," retorted Emily's mother shortly.

"Why," exclaimed the visitor, "she's only passed through two classes yet."

"Well, ain't that enough?" asked the woman. "I dunno what eddication is comin' to. When I was young, if a gal understood the elements of distraction, provision or replenishin' an' the common dominator, an' knew all the rivers and their obituaries, the provinces and the umpires, she was reckoned to have eddication enough to see her through."

Never Ask That

"That's a good-looking umbrella you're carrying," said Smith. Then he added waggishly: "Did you come by it honestly?"

"I haven't quite made out," said Jones. "In the rain the other day I stepped into a doorway. Along came a young fellow with a nice umbrella, and I thought if he were going my way I would beg shelter under it. So I stepped out and asked: 'Where are you going with that umbrella, young fellow?' And he dropped the umbrella and ran."

• •

Long Detour

A young Irish farmer in County Kilkenny was very much in love. He wanted to marry the girl, but being a shy lad he couldn't for the life of him ask her outright to marry him. He felt he would choke if he tried to mention the words marry or marriage to her. So, after taking much earnest, shrewd thought on the problem he asked her in a whisper one evening:—

"Julia, how would you like to be buried with my people?"

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Contents for September 16, 1935

THE TEACHING IMPULSE 381
A. R. Brubacher

DO PEOPLE WANT TO BE EDUCATED? 383
Barton Morgan

SCHOOL SIZE AND RED TAPE 384
N. C. Kearney

WHY OTHER TEACHERS FAIL 386
Lewis H. Chrisman

THE GREEN-EYED MONSTER 388
Garry Cleveland Myers

VISITING SCHOOLS IN WEST AFRICA 389
L. H. Putney

ALL IN THE DAY'S WORK 391
Francis Read

PEDAGOGICAL PENNINGS 391
R. L. Hunt

THE TEACHER AND THE TIMES 392
Education's Third Stage
The Spending Spree
Perhaps a Northeast Passage
Our Neutrality and Ethiopia
Passing the Joneses
Sanctions

THE ROUND TABLE 394

THE NEWS DIGEST 395

AMONG THE SCHOOLS 397

PERSONAL MENTION 399

THE ALCOVE FOR NEW BOOKS 401

GRINS BETWEEN GRINDS 402

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The Editors Say...

More than ever during the coming fortnights will the JOURNAL OF EDUCATION be a NEWS-magazine of the school world.

An outstanding feature of the year will be a series of articles describing representative public school systems of American cities.

In this series—one city to an issue—will be mirrored the high points of educational service in such professionally important centres as Baltimore, Minneapolis, Seattle, Philadelphia, Boston, San Diego, Buffalo, Houston, the two Portlands, Providence, Kansas City, Atlanta, and other noteworthy places.

These close-up views will not only be news to most of our readers, but will also be radiant with suggestion and stimulus.

•

Correspondence centres are being set up in many educationally alert localities throughout the nation, to keep our readers posted on the latest developments in the schools. A beginning is made in this issue of a department in The News Digest captioned **"Among the Schools."** You will wish to follow this and watch it grow. You are invited to report whatever your schools are doing that is different, experimental or exciting.

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There will, of course, be no abatement of those inspirational and practically helpful articles which lend special distinction to this magazine. Much excellent material is in hand and more is promised.

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Short-Story Contest

Readers have been asking if we are to have another **Short Story Contest.** Yes, indeed! Closing date December 16. Maximum length of stories 1,500 words. Prizes, $25, $10, and five of $5. Each story should deal with school characters or situations. Address competing entries to Journal of Education Short Story Editor, Six Park Street, Boston, Mass. Enclose stamped, addressed envelope for return of manuscript if not accepted.

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Sorry not to announce a Treasure Hunt in this issue.

Time limit for answers to be mailed in the Treasure Hunt of September 2 is September 25.

Answers to previous Treasure Hunts:—

June 3: "efficient reading ability," on page 296.

June 17: "attractive beyond comparison," on page 348.